

Texas Education Agency Standard Application System (SAS)

2017–2019 Expanding Access to Advanced Academics		
Program authority:	General Appropriations Act, Article III, Rider 8, 84 th Texas Legislature	FOR TEA USE ONLY <small>Write NOGA ID here:</small>
Grant Period:	August 15, 2017, to May 31, 2019	
Application deadline:	5:00 p.m. Central Time, June 27, 2017	<small>Place date stamp here</small>
Submittal information:	One original and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave Austin, TX 78701-1494	<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY 2017 JUN 27 PM 2:31 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION </div>
Contact information:	Lauren Dwiggin, lauren.dwiggin@tea.texas.gov; (512) 463-8864	

Schedule #1—General Information

Part 1: Applicant Information				
Organization name	County-District #		Amendment #	
Region 3 ESC	235950			
Vendor ID #	ESC Region #			
Mailing address		City	State	ZIP Code
1905 Leary Lane		Victoria	TX	77901-
Primary Contact				
First name	M.I.	Last name	Title	
Mary Lea		Pfenninger	G/T AA	
Telephone #	Email address		FAX #	
361-573-0731 EXT 225	mpfenninger@esc3.net		361-576-4804	
Secondary Contact				
First name	M.I.	Last name	Title	
Jamie		Purcell	Digital Learning Specialist	
Telephone #	Email address		FAX #	
361-573-0731- EXT 250	Jpurcell@esc3.net		361-576-4804	
Part 2: Certification and Incorporation				

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Charlotte		Baker	Exe. Director
Telephone #		Email address	FAX #
361-573-0731		cbaker@esc3.net	361-576-4804

Signature (blue ink preferred)

Date signed

Charlotte Baker

6-27-2017

Only the legally responsible party may sign this application.

701-17-102-011

2017-016533

Schedule #1—General Information

County-district number or vendor ID: 235950

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 235950

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	Memorandum of Understanding	For applicants within Focus Area 2, a signed or draft Memorandum of Understanding (MOU) between participating entities, including program responsibilities and assurances must be attached. See Written Agreement Template for instructions.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 235950

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that the students will not be required to pay for Advanced Placement (AP) courses, with the exception of AP exams (funding may be used to assist students in paying for AP exam fees).
4.	The applicant provides assurance that the students will be provided the opportunity to take AP exam(s) for the courses taken.

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Schedule #3—Certification of Shared Services

County-district number or vendor ID: 235950

Amendment # (for amendments only):


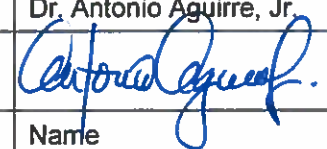
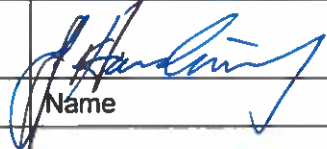
I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	County-District # 235950	Name Charlotte Baker	Telephone number 361-573-0731 Ext 204	Funding amount \$64,344
	County-District Name Region 3 ESC		Email address cbaker@esc3.net	
Member Districts				
2.	County-District # 196901	Name Dr. Antonio Aguirre, Jr.	Telephone number 361-286-3212	Funding amount \$16,780
	County-District Name Austwell Tivoli ISD		Email address a.guirre@atisd.net	
3.	County-District # 120902	Name Dr. John Hardwick, Jr.	Telephone number 361-771-4201	Funding amount \$18,876
	County-District Name Ganado ISD		Email address jhardwick@ganadoisd.net	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount

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Schedule #3—Certification of Shared Services (cont.)

County-district number or vendor ID: 235950

Amendment # (for amendments only):

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Grand total:				

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 235950

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The focus of this grant is to provide two high schools with advanced courses, and begin a systemic and effective path of changing the school culture to that of a college-going culture. Through this cultural change, we not only expect to increase the number of students taking advanced level courses and exams, but also taking the PSAT, SAT, and applying and being accepted into institutions of higher learning. Region 3 personnel will work with the schools to develop this growth mindset.

Ganado HS and Austwell-Tivoli HS at this time do not offer any Advanced Placement courses. They also have a small number of students pursuing post-secondary education. The cultural changes these opportunities will bring about will greatly affect the sustainability of the AP program. Region 3 staff will work closely with the faculty, students and parents to accomplish this cultural change. A series of parent meetings to inform, and encourage this mind shift in the home and family are planned. R3 personnel will work with the schools to create an agenda for the parent meetings as well as attend. At the campus level, we plan a systematic infusion of college readiness information into the regular faculty meetings, school newsletters, and daily announcements. (This plan will be for both years of the grant.) R3 personnel will work with the campus counselor and principal to create a semester plan for the faculty meeting information as well as the newsletters and daily announcements.

Professional development will be strategic and focused. We will arrange for AP professional development to the highly qualified teachers targeted for AP course implementation. Year One will include a one day content area focused professional development. The teachers will complete and submit their AP course audits and then take an AP Summer Institute. Each AP applicable teacher will be assigned an AP mentor from the AP mentoring program. A follow-up AP training day is scheduled during the of implementation of the course in Year Two. During Year Two, the R3 personal in the content area will meet monthly via phone or face to face with the AP teacher. Each district will receive compensation for 1 period per day for teaching the AP course.

We will also include on-line courses through the Texas Virtual School Network (TXVSN) for those students interested in other AP courses not offered face to face at their campus. A designated period of their school day will be dedicated to the students taking TXVSN course(s). A teacher will be assigned to monitor this as well as the progress of the students.

Both high schools will use appropriate technology for those students wanting to take an AP course offered face to face at the collaborating school. R3 will facilitate the implementation and set up and monitor the continued use. While one of our schools has a 1 to 1 Chromebooks program the other one does not and will need support in this area. As part of this grant, R3 will purchase 10 Chromebooks for the students taking AP courses.

R3 staff will meet monthly either face to face or virtually with the each LEA's project director. During these monthly meetings, the R3 staff will develop and bring a checklist of grant program requirements for review and documentation of completion. The R3 staff will be available to be on campus the day(s) of the AP exam administrations. They will aid in any areas needed.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 235950

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

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Schedule #6—Program Budget Summary					
County-district number or vendor ID: 235950				Amendment # (for amendments only):	
Program authority: General Appropriations Act, Article III, Rider 8, 84th Texas Legislature					
Grant period: August 15, 2017, to May 31, 2019				Fund code/shared services arrangement code: 429/5842	
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$	\$	\$
Schedule #8	Professional and Contracted Services (6200)	6200	\$40,415	\$	\$40,415
Schedule #9	Supplies and Materials (6300)	6300	\$18,289	\$	\$18,289
Schedule #10	Other Operating Costs (6400)	6400	\$ 3,200	\$	\$ 3,200
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$
Total direct costs:			\$61,904	\$	\$61,904
3.942% indirect costs (see note):			N/A	\$2,440	\$ 2,440
Grand total of budgeted costs (add all entries in each column):			\$61,904	\$2,440	\$63,344
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		\$35,656	\$0	\$35,656
Administrative Cost Calculation					
Enter the total grant amount requested:					\$100,000
Percentage limit on administrative costs established for the program (15%):					× .15
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:					\$ 15,000

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #7—Payroll Costs (6100)			
County-district number or vendor ID:		Amendment # (for amendments only):	
Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional			
1 Teacher			\$
2 Educational aide			\$
3 Tutor			\$
Program Management and Administration			
4 Project director			\$
5 Project coordinator			\$
6 Teacher facilitator			\$
7 Teacher supervisor			\$
8 Secretary/administrative assistant			\$
9 Data entry clerk			\$
10 Grant accountant/bookkeeper			\$
11 Evaluator/evaluation specialist			\$
Auxiliary			
12 Counselor			\$
13 Social worker			\$
14 Community liaison/parent coordinator			\$
Education Service Center (to be completed by ESC only when ESC is the applicant)			
15 ESC specialist/consultant			\$
16 ESC coordinator/manager/supervisor			\$
17 ESC support staff			\$
18 ESC other			\$
19 ESC other			\$
20 ESC other			\$
Other Employee Positions			
21 Title			\$
22 Title			\$
23 Title			\$
24	Subtotal employee costs:		\$
Substitute, Extra-Duty Pay, Benefits Costs			
25 6112 Substitute pay			\$
26 6119 Professional staff extra-duty pay			\$
27 6121 Support staff extra-duty pay			\$
28 6140 Employee benefits			\$
29 61XX Tuition remission (IHEs only)			\$
30	Subtotal substitute, extra-duty, benefits costs		\$
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):		\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 235950		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Contracted ESC Payroll	32,000
2	Contracted mentor-consultant	895
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
a. Subtotal of professional and contracted services:		\$32,895
b. Remaining 6200—Professional and contracted services that do not require specific approval:		\$ 7,520
(Sum of lines a and b) Grand total		\$40,415

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 235950		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$18,289
Grand total:		\$ 18,289

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 235950		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6412	Travel for students to conferences (does not include field trips). Requires authorization in writing.	\$
	Specify purpose:	
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires authorization in writing.	\$
64XX	Hosting conferences for non-employees. Must be allowable per Program Guidelines, and grantee must keep documentation locally.	\$
Subtotal other operating costs requiring specific approval:		\$
	Remaining 6400—Other operating costs that do not require specific approval:	\$3,200
Grand total:		\$3,200

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 235950			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment, furniture, or vehicles				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$
Grand total:				\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 235950

Amendment # (for amendments only):

Part 1: Student/Teacher Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	85/403	57.4%/52%	Austwell-Tivoli ISD/Ganado ISD
Limited English proficient (LEP)	0/97	0%/13%	
Disciplinary placements	0/2	0%/0.2%	
Attendance rate	NA		
Annual dropout rate (Gr 9-12)	NA		
Teacher Category	Teacher Number	Teacher Percentage	Comment
1-5 Years Exp.	4/15	21%/26%	
6-10 Years Exp.	3/7	16%/12%	
11-20 Years Exp.	7/16	36%/28%	
20+ Years Exp.	5/15	23%/26%	
No degree	0/0	0%/0%	
Bachelor's Degree	15/47	79%/84%	
Master's Degree	4/9	21%/17%	
Doctorate	0.1/0	0.6%/0%	

Part 2: Students/Teachers To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type: ☒ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

Students

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
0/29	7/55	8/82	17/56	13/57	10/61	11/51	9/55	7/53	14/58	13/65	10/52	17/50	12/45	148/771

Teachers

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
0/1	1/3	1/4	2/4	2/3	1/3	2/3	1/3	1/6	2/5	2/5	2/6	2/7	2/7	21/60

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Schedule #13—Needs Assessment

County-district number or vendor ID: 235950

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

When reviewing the data at the regional level, we found that only 43% of the R3 students were taking advanced level courses, while that State average was 54%. Accordingly, we knew this was an area of need and that applying for the grant would be in our schools' best interest.

After reviewing our eligible schools, we decided to focus on Austwell Tivoli ISD High School and Ganado ISD High School. The data showed that both schools offered Dual Credit (DC), but not AP courses. The data disclosed that both districts had juniors and seniors taking dual credit courses, so we know the interest in advanced courses was present. When looking at both schools, we found that only one student had taken an AP exam. So we knew that there was also a need to get students to take the AP exams.

Using the latest data available, we found that both districts were significantly below the State average in completion of AP/DC. The State average being 55% and the districts being 40% and 24%. Both districts were also below average in students taking the SAT. With the state average being 68% and the districts average being 50% and 57%. Consequently, we knew that there was a need for AP in these districts.

When reviewing the data for enrollment in Institutions of Higher Education (IHE) and Graduates in IHE for Austwell-Tivoli, we discovered that due to their small size the data was masked. This also tells us that there is a need for advanced work as well as developing a college going culture because the population is largest enough for there to be data if the students were indeed attending institutes of higher learning.

When looking at the same data as above data concerning the numbers of students attending a college or university, Ganado ISD was above the state average, but when looking at the same data involving students requiring remedial course work, they were below the state average. We ascertained that the advanced course work they were involved in may not have been up to the rigor needed for college readiness.

This information guided us in the formation of our five needs:

1. Need for AP courses;
2. Need for students to take the AP exam;
3. Need for increasing the rigor of advanced instruction through AP;
4. Need for developing a college going culture;
5. Need for profession development to systematically increase the effective instruction as well as to ensure sustainability of the AP instruction/ program.

**Districts data is listed Austwell -Tivoli, then Ganado ISD second.*

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 235950

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Need for AP courses;	These LEA's do not have any AP courses offered to their student population at this time. The implementation would give the student access to face to face courses as well TXVSN course. They would also be able to take face to face courses via technology with the teachers from the collaborating LEA.
2.	Need for students to take the AP exam;	The grant will pay for the AP exam so there will not be any financial constraints placed on the student or their family. Students in these AP courses will be required to take the AP exam. This accountability will increase the student's / families ownership in the AP program. The schools will be encouraged to implement a AP exam policy in their curriculum.
3.	Need for professional development to systematically increase the effective instruction as well as to ensure sustainability of the AP instruction/ program.	The selected AP teachers will attend a one-day content AP professional development as a well as a AP Summer Institute. If applicable, the teacher will be assigned an AP mentor for the AP course. The teacher will receive assistance from R3 in creation of the AP course syllabus for the required AP audit. R3 will meet with the teacher monthly during the instruction year to support the effective teaching strategies of the AP courses. This professional development and technical assistance will increase the sustainability of the overall AP program at the school.
4.	Need for increasing the rigor of advanced instruction through AP;	Studies show that students earning scores of 3 or higher on an AP Exam were more likely to: perform better in later college courses; graduate in four years; and for traditionally underserved students, earning a 3 or higher increased the likelihood of graduating by at least 25%.
5.	Need for developing a college going culture;	Through close collaboration and communication with each school's high school principal and counselor, R3 will help develop a systematic and effective plan for creating a college going culture. Carefully planned parent meetings four times a year and integration of college culture into the school will be strategically planned. Daily announcements will include college information and/or interesting trivia. At each faculty meeting, there will be an item on the agenda concerning college readiness information that the teachers can share with their students. Teachers will be encouraged to display their diploma's.

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #14—Management Plan				
County-district number or vendor ID: 235950			Amendment # (for amendments only):	
Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
#	Title	Desired Qualifications, Experience, Certifications		
1.	Sharon Foltyn Curr. Director Ganado ISD	BS Secondary Business and English Education, MEd in Counseling; 29 years experience in education; 20+ years working with G/T; current role District Curriculum Director		
2.	Maggie Frank G/T Teacher Austwell Tivoli ISD	BS Interdisciplinary Studies; 14 years experience in education; 14 years working with GT; Co GT/Advanced Academic Coordinator; EC-4 Generalist; 4-8 Generalist; 7-12 History Composite; K-8 Gifted and Talented		
3.	Mary Lea Pfenninger R3 G/T Advanced Academics	BS Elem. Education, MEd; Gifted/Talented Endorsement; 34 years experience in education; 13 years experience at R3 overseeing G/T programs and AA for 39 districts; 9 years BOD for TAGT, Coordinated Laying the Foundations 3 yr. Training program at R3, Coordinated SpringBoard training at R3, provided TA to districts in creating and submitting AP course Audits		
4.	Jamie Purcell R3 Digital Learning	BA English, History minor; 27 years in education; 17 years teaching – 8 years teaching AP US Government, English Lit, US History – 3 years AP Government Reader; 10 years at R3 – Social Studies, data, TXVSN and other digital projects		
Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
#	Objective	Milestone	Begin Activity	End Activity
1.	To increase the number of AP courses offered.	1. Selection of AP teachers	10/30/2017	12/1/2017
		2. Survey of Student Needs	09/15/2017	10/1/2017
		3. TXVSN/AP Courses advertised to parents/students	03/15/2018	04/15/2018
		4. Students selected course for 2018 school year	05/01/2018	05/30/2018
		5.	XX/XX/XXXX	XX/XX/XXXX
2.	To increase the number of students taking AP exam.	1. Create policy for AP courses and AP exam	09/01/17	01/31/2018
		2. Parent Meetings Fall (2)	09/01/2017	12/15/2017
		3. Parent Meetings Spring (2)	01/01/2018	04/15/2018
		4. Parent Meeting Fall (2)	09/01/2018	12/15/2018
		5. Parent Meetings Spring (2)	01/01/2019	05/30/19
3.	To ensure sustainability of the AP program through PD.	1. Teachers complete on Line AP course	09/01/2017	05/1/2018
		2. Teachers complete Ap Audit	01/01/2018	05/15/2018
		3. Teachers complete APSI	06/01/2018	08/15/2018
		4. Teachers complete 1 day training	09/01/2018	05/01/2019
		5.	XX/XX/XXXX	XX/XX/XXXX
4.	To increase the rigor of advanced instruction through AP courses.	1. Students enrolled in AP 2018-2019 school year	08/30/2018	05/30/2018
		2. Students taking AP Exams	05/01/2018	05/25/2018
		3. Students registered for courses in Spring for next yr	04/01/2018	05/30/2018
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
5.	To create a college going culture.	1. Faculty meetings	09/01/2017	05/15/2019
		2. Parent Meetings	09/01/2017	05/015/2019
		3. School news letters	09/01/2017	05/15/2019
		4. Other activities	09/01/2017	05/15/2019
		5.	XX/XX/XXXX	XX/XX/XXXX
Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.				

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Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 235950

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Region 3's Mission Statement is that we are "committed to improving the performance of all learners through a continuous improvement process that ensures effectiveness and efficiency in meeting customer requirements." Each staff member creates an "Individualized Professional Plan" using SMART Goals that must be evaluated quarterly using data. We also have a Region 3 Strategic Plan that is aligned with the Commissioner's Priorities, and we undergo an independent annual financial audit that is submitted to TEA. Finally, Region 3 uses Service Design teams to add flexibility to our system of continuous improvement through monthly meetings that can address and coordinate any needed changes.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

At this time, Region 3 has no ongoing or existing efforts that are similar to this project. The monthly meetings with each district will keep the focus on the overall effectiveness of the project to help ensure its success.

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Schedule #15—Project Evaluation

County-district number or vendor ID:235950

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	To increase number of AP courses.	1.	From PEIMS # of student taking AP
		2.	From PEIMS # of students taking AP via TXVSN
		3.	From Counselor # of students signing up to take AP for 2019-2020
2.	To increase number of students taking AP exams.	1.	From Counselor # of students taking AP Exams 2018-2019 school year
		2.	From AP report # of students scoring 3 or better AP Exams
		3.	
3.	To ensure sustainability of the AP program through PD.	1.	From Travel request reports # of teachers completing APSI
		2.	From Travel request reports# of teachers completing 1 day training
		3.	From AP certificate of completion of online course
4.	To increase the rigor of advanced instruction through AP courses.	1.	From PEIMS # of students taking AP courses
		2.	From Counselor # of students taking AP exams
		3.	From Counselors AP report # of students scoring 3 or 4 on AP course
5.	To create a college going culture.	1.	Survey of students at end of school who have applied & accepted into IHE
		2.	Parent Survey
		3.	Faculty and Student survey

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Region 3 staff have 24/7 access to each district's PEIMS through such programs as TxEIS, OnDataSuite, DMAC, and Eduphoria. We also have relationships with each district's PEIMS personnel, counselors, principals, and superintendents. In our monthly meetings, we will have standing agenda items to monitor all relevant data, and be able to address any deficiencies immediately. Region 3 also has experience in conducting surveys using various systems and will assist districts in creating, disseminating, collecting, and analyzing survey results.

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By TEA staff person:

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 235950

Amendment # (for amendments only):

TEA Program Requirement 1: Clearly describe the applicant's vision for improving college and career readiness, through expanding advanced academics. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The focus of this grant is to provide two high schools with advanced courses, and begin a systemic and effective path of changing the school culture to that of a college-going culture. Through this cultural change, we not only expect to increase the number of students taking advanced level courses and exams, but also taking the PSAT, SAT, and applying and being accepted into institutions of higher learning. Region 3 personnel will work with the schools to develop this growth mindset.

Ganado HS and Austwell-Tivoli HS at this time do not offer any Advanced Placement courses. They also have a small number of students pursuing post-secondary education. The cultural changes these opportunities will bring about will greatly affect the sustainability of the AP program. Region 3 staff will work closely with the faculty, students and parents to accomplish this cultural change. A series of parent meetings to inform, and encourage this mind shift in the home and family are planned. R3 personnel will work with the schools to create an agenda for the parent meetings as well as attend. At the campus level, we plan a systematic infusion of college readiness information into the regular faculty meetings, school newsletters, and daily announcements. (This plan will be for both years of the grant.) R3 personnel will work with the campus counselor and principal to create a semester plan for the faculty meeting information as well as the newsletters and daily announcements.

Professional development will be strategic and focused. We will arrange for AP professional development to the highly qualified teachers targeted for AP course implementation. Year One will include a one day content area focused professional development. The teachers will complete and submit their AP course audits and then take an AP Summer Institute. Each AP applicable teacher will be assigned an AP mentor from the AP mentoring program. A follow-up AP training day is scheduled during the of implementation of the course in Year Two. During Year Two, the R3 personal in the content area will meet monthly via phone or face to face with the AP teacher. Each district will receive compensation for 1 period per day for teaching the AP course.

We will also include on-line courses through the Texas Virtual School Network (TXVSN) for those students interested in other AP courses not offered face to face at their campus. A designated period of their school day will be dedicated to the students taking TXVSN course(s). A teacher will be assigned to monitor this as well as the progress of the students.

Both high schools will use appropriate technology for those students wanting to take an AP course offered face to face at the collaborating school. R3 will facilitate the implementation and set up and monitor the continued use. While one of our schools has a 1 to 1 Chromebooks program the other one does not and will need support in this area. As part of this grant, R3 will purchase 10 Chromebooks for the students taking AP courses.

R3 staff will meet monthly either face to face or virtually with the each LEA's project director. During these monthly meetings, the R3 staff will develop and bring a checklist of grant program requirements for review and documentation of completion. The R3 staff will be available to be on campus the day(s) of the AP exam administrations. They will aid in any areas needed.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 235950

Amendment # (for amendments only):

TEA Program Requirement 2a: Describe in detail how the applicant will select AP course(s) that are valuable for students in their LEA/region (grounded in data that supports the decision). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

We have spoken to the LEAs and through our conversations they related the need for AP courses. One of the LEAs is offering a robotics class at the Junior High, and the administration would like to see that expanded at the High School to an AP Computer Science course. In their DIP, they noted that they wanted to increase the number of students taking advanced classes 25%. The LEA also felt that there would be a significant interest in AP Psychology and English Language and Composition. In the past, they had seen requests from their students for AP Calculus; and that because of the new advanced graduation requirements, they recognized the need for AP Spanish. Therefore, the preliminary selection of AP courses will include AP Spanish, AP Psychology, Calculus, Computer Science, and AP English Language and Composition.

To further refine this list, in the Fall of 2017, student surveys will be developed that will ask students their preferences/need for AP courses. This question will also be addressed in the 2017 Parent Survey. High School staff will be given the opportunity to give their input into AP course selection offerings.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 235950

Amendment # (for amendments only):

TEA Program Requirement 2b: Describe in detail how the applicant will provide adequate space, instructional materials, and internet access (if utilizing online/blended learning) for AP courses. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Region 3 will work with campus administration to ensure that there is classroom availability for the selected AP courses. Instructional materials will be purchased through the grant to ensure each AP course has the required materials. Region 3 technical staff will work alongside districts to verify bandwidth for those courses that are delivered via TXVSN.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 235950

Amendment # (for amendments only):

TEA Program Requirement 2c: Describe in detail how the applicant will set the expectation that students will participate in the corresponding AP exam(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

R3 specialist will work with districts to create local policies that reflect the expectation that students participate in the corresponding AP exams during 2017-2018 school year for implementation in the 2018-2019 school year. During annual student/parent/counsellor planning meetings, this expectation will be clearly conveyed. At the four scheduled parent meetings during both year 1 and year 2, this expectation will be included on the agenda.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 235950

Amendment # (for amendments only):

TEA Program Requirement 2d: Describe in detail how the applicant will recruit and retain highly-qualified teachers for AP course(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Ganado and Austwell Tivoli HS

Being small rural communities, these campuses do not have a high turnover of teachers. If the situation occurs where they have an opportunity to recruit and hire highly qualified teachers in the fields that we are offering AP course, then that requirement would be a priority. They will focus on the retaining our current teachers as well as providing systematic and effective professional development in the AP areas.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 235950

Amendment # (for amendments only):

TEA Program Requirement 2e: Describe in detail how the applicant will provide initial and ongoing professional development to AP teachers through training, coaching, and mentoring opportunities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Ganado HS**2017-2018 School Year**

- Teachers will complete CollegeBoard Online Professional Development for their AP area
 - *AP Computer Science*
 - *AP Calculus - Teaching and Assessing AP Calculus, Course Overview Module; Davidson Next*
 - *AP Spanish Language- Developing a Unit of Instruction for Redesigning Course*
- All AP teachers will complete and submit the AP course audit before the end of the 2017-2018 school year.

Summer of 2018

- The teachers will register and complete the APSI in Texas for their subject area.

2018-2019 Fall/ Spring

- The AP teachers will attend in Texas a 1 day or 2 day AP professional development for their AP course area

2019 and beyond

- AP teachers will be encourage/expected to attend an APSI every third year or a 1 to 2 day AP Professional Development

Austwell-Tivoli HS**2017-2018 School Year**

- Teachers will complete CollegeBoard Online Professional Development for their AP area
 - *AP Computer Science-Course Overview Modules*
 - *AP Calculus - Teaching and Assessing AP Calculus, Course Overview Module; Davidson Next*
- All AP teachers will complete and submit the AP course audit before the end of the 2017-2018 school year

Summer 2018-2019

- The teachers will register and complete the APSI in Texas for their AP subject area

2018-2019 Fall/ Summer

The AP teachers will attend in Texas a 1 day or 2 day AP professional development for their AP course area

2019 and beyond-

- AP teachers will be encourage/expected to attend an APSI every third year or a 1 to 2 day AP Professional Development

Both schools will have monthly visits by the ESC staff to mentor the LEA's teachers for the AP courses as well as the TxVSN monitors. If there are students who wish to take a face-to-face AP course not offered at their school, they will have the opportunity to take the course from the collaborating school via appropriate technology.

**AP courses listed are subject to change, face to face as well as TXVSN. The parent and student surveys will determine which exact courses will be theisable for the LEA's.*

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 235950

Amendment # (for amendments only):

TEA Program Requirement 2f: Describe in detail how the applicant will allocate staff time to ensure the success of AP courses and facilitate AP exam administration. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

R3 staff will meet monthly with each LEA's project director. During these monthly meetings, the R3 staff will develop and bring a checklist of grant program requirements for review and documentation of completion. The R3 staff will be available to be on campus the day(s) of the AP exam administrations. They will aid in any areas needed.

R3 will also work closely with the two LEA's during and after this grant. Through our G/T and Advanced Academics coordinators meeting we will meet regularly with the coordinators. We will facilitate the strategic and systematic continuation of the AP program at these high schools. We plan to highlight progress the next two years and beyond through social media. We will support the teachers through technical assistance, face to face, phone, and email.

Since neither of the LEA's have a policy in place pertaining to AP courses, R3 will provide technical assistance in the creation and implementation of these new policies.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID:

Amendment # (for amendments only):

TEA Program Requirement 2g: Describe in detail how the applicant will recruit students to enroll in new AP course(s), include the projected number students to be served by the grant during each year of implementation as well as the projected number students impacted by grant services over time. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The students of the two high schools will be immersed in a culture of college expectation. Each teacher's college alma mater will be displayed along with their name outside their classroom to promote personalization of the college friendly atmosphere. Every other Monday will be college apparel day with the staff encouraged to wear shirts from their college alma maters. Staff members will be encouraged to display pictures of their college graduation. School newsletters will include a College Corner with information on college admission requirements, graduation requirements, endorsement requirements basic college testing etc. Each faculty meeting will include recent information about college testing dates, entrance requirements etc. Faculty will be encouraged to promote the message that college is possible and what is next for all students. A college focused issue will be included weekly in morning announcements. Emphasizing college as a realistic option will be an agenda item in each of the parent meetings as well.

Projected Number of Students to be Served by the Grant:

- Year 1 – 0 (both schools)
- Year 2
 - 8-10 (Austwell-Tivoli)
 - 12-15 (Ganado)
- Year 3 and beyond
 - 12-15 (Austwell-Tivoli)
 - 20-25 (Ganado)

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID:

Amendment # (for amendments only):

TEA Program Requirement 2h: Describe in detail how the applicant will market the AP purpose and benefits to students and parents/guardians. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The R3 staff and the project director and the counselors at the high schools will review and use the AP Month-by-Month calendar of college counseling activities. They will also review The College Board publication CollegeEd: Creating a College-Going Culture Guide. They will then create a timeline for creating a College-Going Culture at their school. The two high schools will create a sample needs assessment survey for students as well as a staff input survey related to creating a more college focused culture. Results will be used in creation of the timeline and other implementation activities.

Four AP college nights will be held during the 2017-18 as well as the 2018-19 school year. One parent night will be held in the fall prior to PSAT administration. The next parent night will be a recruitment night and the next two will be an AP orientation with information on Texas Virtual School Network, financial aid and scholarships for the families. After each parent night personal thank you notes will be sent to thank the parents for attending.

The high schools will cover the expenses of the PSAT for 8th, 9th, and 10th grade students as well as the AP exam fees. We feel that this will aid in the parents acceptance and interest in the AP program.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 235950

Amendment # (for amendments only):

TEA Program Requirement 3: Explain how the applicant intends to promote sustainability and access to quality advanced academics opportunities as a result of this grant. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

R3 will work closely with Ganado ISD and Austwell ISD during and after this grant. We are committed to insuring that these schools continue the AP programs. Through our G/T and Advanced Academic coordinators meeting we will meet regularly with the coordinators. We will facilitate the strategic, and systematic continuation of the AP program at these high schools. We plan to highlight progress the next two years and beyond through social media. We will support the teachers through technical assistance, face to face, phone, and email.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 235950

Amendment # (for amendments only):

TEA Program Requirement 4: Charter school district applicants and applications that include charter schools as part of an SSA must clearly demonstrate how they will serve students within rural district attendance areas outlined in the eligibility list. All other applicants may leave this response blank. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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By TEA staff person:

Written Agreement Template	
County-district number or vendor ID: 196-901	Amendment # (for amendments only):
Written Agreement Template. Applicants must complete one copy of this page for each agreement between the fiscal agent and the partner organization that will help manage the daily operations of the program, or partners that are involved in the development or implementation of the program (ex: a local ISD acts as the fiscal agent but contracts out the daily management operations of the program to a CBO). Fiscal agents who will oversee all aspects of the grant, but partner with outside organizations for services such as activities, etc. are not required to provide written agreements. Please note that each agreement must contain the original signature for each authorized official. Duplicate this page as required.	
Name of Organization that will serve as the Fiscal Agent:	Region 3 ESC
Name of Partner Organization:	Austwell Tivoli ISD
Describe the roles and responsibilities of each organization in year 1 and 2	
<p>Region 3 will prepare Austwell-Tivoli ISD community (faculty, staff, administration, students, and parents) to offer AP courses in Year 2 by changing the school culture to that of a college-going culture, including parent meetings, professional development, monthly meetings, technology assistance, content assistance, and Advanced Academics assistance. In Year 2 R3 will additionally offer access to AP Course Mentoring where applicable.</p> <p>Austwell-Tovoli ISD will select, assist, and encourage the teachers who will teach the AP courses and allow them the time to attend the professional development necessary for the program's success.</p>	
Provide a breakout of the costs for the services to be provided by the partner organization.	
<p>Payroll - \$13,580</p> <p>Stipends - \$3,200</p>	
Describe the roles of each organization in providing, sharing and reporting student data required to meet data and reporting requirements of the grant.	
Both Region 3 and Austwell-Tivoli ISD will monitor and compile necessary student data using TxEIS and/or OnDataSulte or other applicable systems to meet data and reporting requirements.	
Fiscal Agent/Applicant Organization	Partner Organization
Name of authorized official: Charlotte Baker	Name of authorized official: Anthony Aguirre
Title of authorized official: Executive Director	Title of authorized official: Superintendent
Signature: Signature	Signature: Signature
Date Signed:	Date Signed:

Written Agreement Template	
County-district number or vendor ID: 120-902	Amendment # (for amendments only):
Written Agreement Template. Applicants must complete one copy of this page for each agreement between the fiscal agent and the partner organization that will help manage the daily operations of the program, or partners that are involved in the development or implementation of the program (ex: a local ISD acts as the fiscal agent but contracts out the daily management operations of the program to a CBO). Fiscal agents who will oversee all aspects of the grant, but partner with outside organizations for services such as activities, etc. are not required to provide written agreements. Please note that each agreement must contain the original signature for each authorized official. Duplicate this page as required.	
Name of Organization that will serve as the Fiscal Agent:	Region 3 ESC
Name of Partner Organization:	Ganado ISD
Describe the roles and responsibilities of each organization in year 1 and 2	
<p>Region 3 will prepare Ganado ISD community (faculty, staff, administration, students, and parents) to offer AP courses in Year 2 by changing the school culture to that of a college-going culture, including parent meetings, professional development, monthly meetings, technology assistance, content assistance, and Advanced Academics assistance. In Year 2 R3 will additionally offer access to AP Course Mentoring where applicable.</p> <p>Ganado ISD will select, assist, and encourage the teachers who will teach the AP courses and allow them the time to attend the professional development necessary for the program's success.</p>	
Provide a breakout of the costs for the services to be provided by the partner organization.	
<p>Payroll - \$14,076</p> <p>Stipends - \$4,800</p>	
Describe the roles of each organization in providing, sharing and reporting student data required to meet data and reporting requirements of the grant.	
Both Region 3 and Ganado ISD will monitor and compile necessary student data using TxEIS, DMAC, and/or OnDataSuite or other applicable systems to meet data and reporting requirements.	
Fiscal Agent/Applicant Organization	Partner Organization
Name of authorized official: Charlotte Baker	Name of authorized official: John Hardwick
Title of authorized official: Executive Director	Title of authorized official: Superintendent
Signature: Signature	Signature: Signature
Date Signed:	Date Signed: